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ABSTRACT

This unit focuses on the decades of the 1940s and 1950s by studying key events from the eras. Students analyze issues and think critically about decisions made during the time. Topics of the unit include: (1) "Japanese Relocation"; (2) "Rationing: Who Should Get What?"; (3) "War in the Pacific"; (4) "The Draft: Who Should Fight a War?"; (5) "Franklin D. Roosevelt: Decision"; (6) "Harry S. Truman: Decision"; (7) "Fighting Communism"; (8) "The Election of 1948"; (9) "Security Risk"; (10) "The Warren Court"; and (11) "Rock 'n' Roll." (EH)

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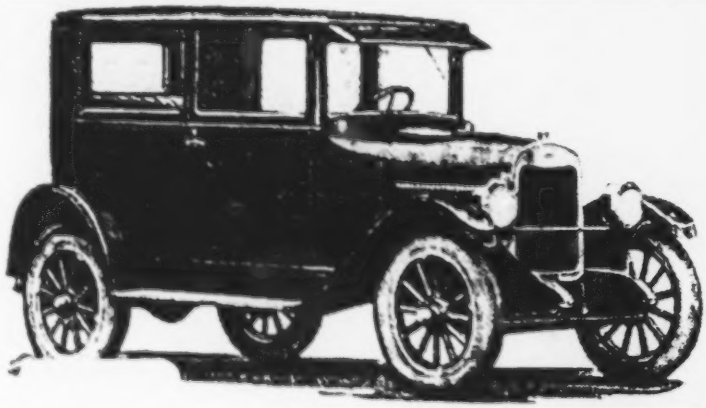
Creative Activities for Teaching U.S. History

Problem Solving and Critical Thinking Activities



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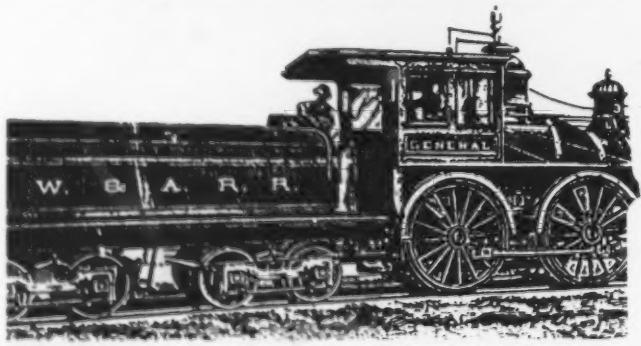

SO 026 710

1940's & 50's

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Creative Activities for Teaching About the 1940's & 50's

SS127

Introduction

The activities in this set are designed to do three things: involve students in the study of history, stimulate students to think and to provide information that is not usually available in history textbooks. Our overall goal is to encourage an interest in the study of history. We believe that there are lessons and skills to be learned from the study of history and that the study of history can be involving and interesting.

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Contents

Japanese Relocation. Decide on the fate of the Japanese in California.

Rationing: Who Should Get What? Decide on a rationing system.

War in the Pacific. Plan MacArthur's strategy to win in the Pacific.

The Draft: Who Should Fight A War? Two decision making activities.

Franklin D. Roosevelt: Decision. Decide on fate of Germany at the end of WWII.

Harry S Truman: Decision. Three key decisions made by Harry Truman.

Fighting Communism. Decisions about how to fight communism.

The Election of 1948. Plan a strategy for winning the election if you were Truman.

Security Risk. Decide on how to rid the U.S. government of communists.

The Warren Court. Decide the Brown v. Topeka case.

Rock'n'Roll. Identify rock'n'roll starts and match them with their hit songs.

Answers

Japanese Relocation

General DeWitt ordered the removal of all Japanese living in California, Oregon and Washington. He considered them a possible military threat and had them removed to camps in Arizona, Idaho, Wyoming, Colorado, Arkansas and two camps in remote regions of California.

The Japanese in Hawaii were not removed. Hawaii was highly dependent upon their labor as workers in the sugarcane fields and on the docks.

What Plan Should You Use?

MacArthur's understanding of the Japanese mentality led him to believe that you could not defeat them with a defensive posture – we had to attack them, and attack them where they least expected it. MacArthur decided to take the offensive in New Guinea rather than draw a defensive line in Australia. His goal was to control the Bismarck Sea and from there launch his return to the Philippines.

He did not believe in attacking strongly held Japanese positions. Rather than attack the key Japanese base at Rabaul, he landed his forces on the opposite end of the island, constructed air bases from which bomber attacks against Rabaul could be launched and isolated the base. 100,000 Japanese troops dug in around Rabaul waited for a land attack that never came. MacArthur moved his forces along the coast of New Guinea instead.

Rather than attack the strongly fortified Japanese base at Wewar, MacArthur "leapfrogged" around it, taking control of Hollandia. Again, the Japanese troops were cut-off and isolated. In both cases his forces met little opposition.

The attack on the Admiralties was more problematical. MacArthur preferred to attack the smaller island of Los Negros instead of the more difficult to seize larger island. Intelligence informed MacArthur that Los Negros had many troops and the landing

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force could be defeated. Relying upon his understanding of Japanese strategy, MacArthur counted on the Japanese on making a number of small attacks rather than one large one, which could have driven his forces off the island. The Japanese proved MacArthur correct.

MacArthur's strategy was one of avoiding large, costly battles and attacking where the Japanese were weakest and isolating the larger, more heavily defended bases. MacArthur lost very few men in his attacks compared to the attacks directed by the navy on heavily fortified Japanese islands such as Iwo Jima and Okinawa.

Rationing: Who Should Get What?

Student answers may vary. The way the actual rationing system worked was that every person over 16 years old had to apply periodically for ration stamps. A six-months' supply was issued at a time. The stamps were coded to indicate their point value. The point values changed according to supply. A pound of beef might cost 3 red points one week and only 1 the next. To prevent hoarding, the stamps had to be used in a certain period of time.

Local ration boards decided on individual adjustments in the amount of ration stamps received. The Office of Price Administration (OPA) set price ceilings for goods. These prices were kept up-to-date and were adjusted according to local supply and demand.

The Draft

Student answers will vary. Only males from the ages of 16 to 45 were subject to the draft.

Franklin D. Roosevelt's Decision

Germany was divided into two parts, one controlled by the Allies, the other controlled by Russia. The Russians destroyed the factories in East Germany, taking the machinery back to Russia. The Allies helped rebuild West Germany to make it strong against the threat of communism.

Harry Truman: Decisions

Page 1: Truman decided to drop the bomb on Japanese cities of military importance, Hiroshima and Nagasaki. Page 2: Truman decided to fire MacArthur. Page 3: Truman decided to take over the steel mills. His decision was overturned by the Supreme Court. Decisions are explained on page 4.

Fighting Communism

Decisions that were actually made are outlined on page 3.

Election of 1948

Truman's strategy and decisions are described on page 3.

Security Risk

How the U.S. government solved the problem is described on page 3.

The Warren Court

The Court decided that "separate but equal" was not constitutional because the very fact that races were separated meant that one group was considered and treated as "unequal."

Rock'n'Roll

A. is Bill Halley whose big hit was "Rock Around the Clock." B. is Pat Boone whose big hits were "April Love" and "Love Letters in the Sand." C. is Elvis Presley among whose many hits were "Heartbreak Hotel" and "Jailhouse Rock." D. is Buddy Holly whose only number one hit was "It Doesn't Matter Anymore." He is considered to be a pioneer in rock'n'roll music.

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Japanese Relocation 1

Should the Japanese Be Relocated?

On December 7, 1941, the Japanese navy attacked the United States naval base at Pearl Harbor, Hawaii. 2,300 American sailors and soldiers were killed in the attack. Shortly thereafter the Japanese attacked American bases in the Philippine Islands. The United States declared war against the Japanese.

There were many Japanese living in Hawaii and the western United States. 110,000 lived in California, Oregon and Washington. 225,000 lived in Hawaii. The Japanese had first come to Hawaii in 1884 where they worked on the sugarcane plantations. Some immigrated from Hawaii to the United States. Over the years their numbers grew. In 1924 further immigration to the United States from Japan was stopped. Most of the Japanese who lived in the United States were born in the United States and were American citizens.

After the Japanese attack upon Pearl Harbor and the Philippines, the Japanese won a succession of victories over the American forces in the Pacific. Many Americans feared that the Japanese might invade Hawaii and the western United States. President Roosevelt gave American military commanders the power to declare military areas and to keep any or all people outside those areas.

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Japanese Relocation 2

Fearing a possible Japanese invasion, many Americans thought that the Japanese living in the United States might help invading Japanese forces. They asked General John I. DeWitt, the commander of the Western Defense Command, to exclude the Japanese from the western states.

What Would You Do?

If you were General DeWitt, what action would you take?

A. Remove all Japanese from Hawaii.
B. Remove all Japanese from Hawaii, California, Oregon and Washington.
C. Remove only those Japanese who were born in Japan.
D. Ignore popular pressure and leave the Japanese alone.

What Was Done?

General DeWitt ordered the removal of all Japanese living in California, Oregon and Washington. He considered them a possible military threat and had them removed to camps in Arizona, Idaho, Wyoming, Colorado, Arkansas and two camps in remote regions of California.

The Japanese in Hawaii were not removed. Hawaii was highly dependent upon them for their labor in the sugarcane fields, and as laborers on the docks.

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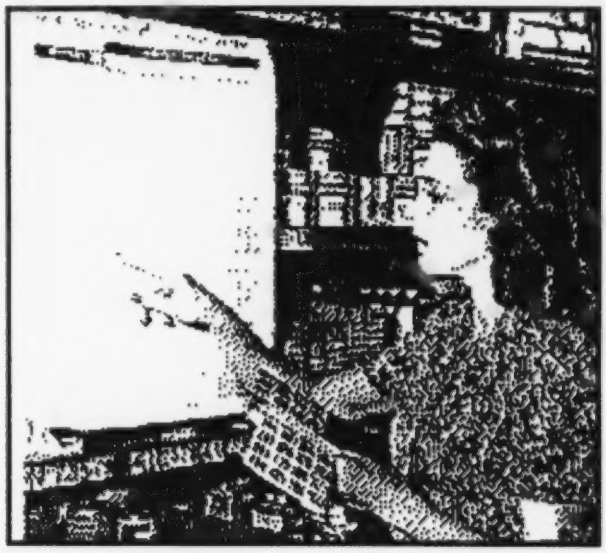
Who Should Get What?



Background

World War II created great changes in America. All of America's resources were invested in the war effort. Steel had to be used to make ships and tanks rather than cars and refrigerators. Food and clothing had to be provided to support the millions of men and women in the military forces.

To provide these resources for the war effort, a system of rationing was put to work. The government had to decide how much each family should receive. This was a very complicated business. Each family was issued rationing stamps or coupons that enabled them to buy certain goods.

Directions

Create your own system of rationing. Decide who should get what, and how much they should receive. See if you can come to some agreement with the rest of the class about a system of rationing. You may select more than one item in each category.

Food

1. All families should receive the same amount of ration coupons regardless of size.
2. Families should receive ration coupons according to the size of the family. Larger families should receive more.
3. People who do hard physical labor for a living should receive more ration coupons than people who have a 'sit down' job or do not work.

Cars & Gasoline

1. All people who own cars should receive the same amount of gasoline and oil.
2. People who own more than one car should receive enough gasoline and oil for each car.
3. People who have to drive long distances to work should receive more gasoline and oil than those who don't.

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4. People who are engaged in work that is important to the war effort should receive more gasoline and oil. Select the ones that you think should receive more.

A. Farmers
B. Doctors
C. Workers in defense plants.

Clothing

1. All clothing regardless of what it is made of should be rationed. The rationing should be done in the following way(s):

A. All families receive the same amount of ration stamps.
B. Larger families should receive more ration stamps.
C. People who have jobs that require them to 'dress up' should receive more.

2. Clothing should not be rationed. The price of clothing should be fixed by who can afford to buy it.
3. Only basic clothing should be rationed – pants, shirts, shoes, dresses.

Prices

1. The price of all rationed items should be set by the government in the following way:

A. The goods should be provided at the cost of production.

B. The person producing the goods should be allowed to make a fixed profit -- for example, 10 cents on each dollar of cost.

C. Prices should not be set by the government at all, but be set by the ability and desire of people to pay what is asked.

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War in the Pacific

What Plan Should You Use?

The War In The Pacific

The Japanese attacked Hawaii on December 7, 1941. The Americans were unprepared. The Japanese continued their assault by attacking the Philippines. General MacArthur, the commander of the American forces, was driven from the Philippines. He retreated to Australia. His first consideration was to protect Australia from the Japanese onslaught. His goal, as he had promised the Filipinos, was to retake the Philippines.

Directions

MacArthur had to make a number of crucial decisions to counter the Japanese offensive. The Japanese clearly had the upper hand. The problem was how to turn it around. What would you have done if you were MacArthur? Following are several decisions that he had to make. Compare your decisions with those of MacArthur.

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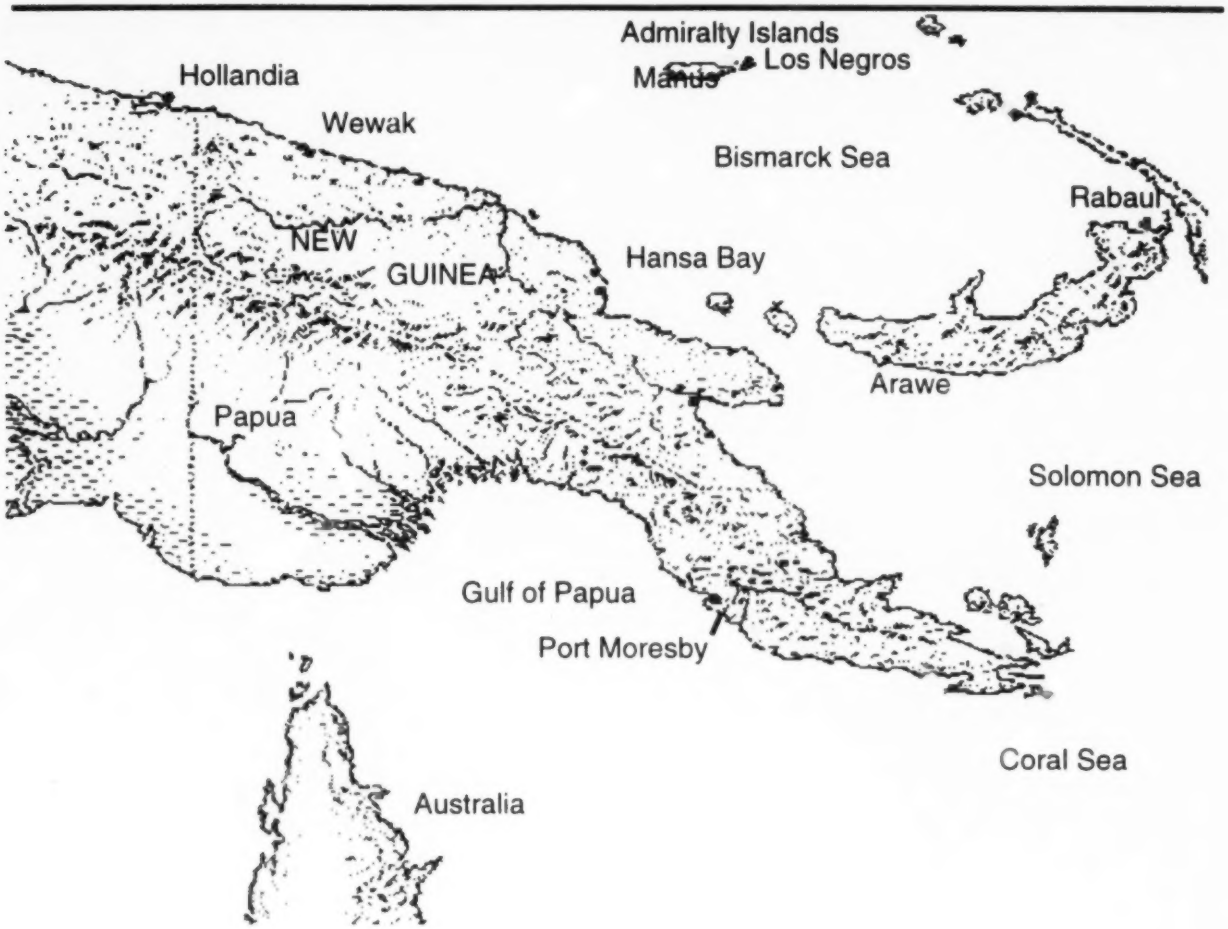
War in the Pacific 2



The Battle for Australia

Because of the success of the Japanese, Australia was open to an invasion by the Japanese. The Australian commander wanted to defend Australia by creating a defense line across the northern part of Australia. He was willing to concede the northern part of Australia to the Japanese. Another possible defense line was New Guinea, the island to the north of Australia. Port Moseby was the closest possible base to Australia. It's disadvantage was that it was 300 miles from Australia and the Japanese controlled the sea. Where should the defense line be drawn?

A. In Australia
B. In New Guinea

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War in the Pacific 3

The Battle for New Britain

The Japanese had a large base on the island of New Britain. It was called Rabaul. They had 100,000 troops there. They also had a large number of ships and planes. They used this base to control the Bismarck Sea. At the opposite end of the 300 mile long island was a village named Arawe. General MacArthur knew he had to establish a base on New Britain. The question was which end of the island should he attack and how should he attempt to control the island.

A. Attack Rabaul and take control of the main Japanese base.
B. Attack Arawe and march to Rabaul and capture it.
C. Attack Arawe, set up defensive positions and use airplanes to bomb Rabaul.

The Battle for New Guinea

MacArthur also had to control the island of New Guinea. MacArthur's troops drove the Japanese off the eastern end of the island called Papua. Now he had to establish bases to the east on the northern side of the island. The Japanese had established a large base at Wewak to stop MacArthur's advance. The Japanese had another important base at Hollandia. The Japanese to bettter defend against MacArthur's advance had moved a large number of soldiers to Wewak. Which should MacArthur attack?

A. Wewak
B. Hollandia

The Battle for the Admiralty Islands

To control the Bismarck Sea which was necessary to drive to the north and attack the Philippines, it was necessary to take control of the Admiralty Islands. The two major islands are Manus and Los Negros. The Japanese had bases on both islands. The large island, Manus, was big enough to hold bases for the Americans. The small island was not. The Japanese had a large force on Manus. Intelligence reported that Los Negros also had many Japanese soldiers, enough soldiers that if they attacked the invading Americans all at once they would drive the Americans off the island. Which do you attack?

A. Los Negros
B. Manus

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The Draft

1

Background

Americans have never been enthusiastic about "The Draft." The first time the government forced men into the army was during the Civil War. There were many protests, including riots. During World War I, men were again drafted into the army.

The government always used the draft during wartime. Just before the beginning of World War II, the army of the United States was small. The government realized that it soon might be at war and it started the first peacetime draft.

The government created a Selective Service system. Local boards decided, within certain rules, who should be taken into the army. This system remained in effect to the early 1970's. Even today, all 18 year old men have to register with the Selective Service, though at the moment none are forced to go into the army.

Deciding who should be forced to go into the army is a difficult question. The system allowed what were called "deferments." A local draft board could give a person a "deferment" – that is, decide not to draft the person into the army.

Directions

Below is a list of possible "deferments"-reasons for not going into the army-and rules for drafting soldiers. Make your choices in each category. You can choose more than one. See how your choices compare with others.

Who Should Fight A War?

Basic Rules

1. All males 18 years old to 45 years old should be eligible for the draft.
2. All males and females 18 to 45 should be eligible.
3. All males 18 to 35 should be eligible.
4. All males and females 18 to 35 should be eligible.
5. All males and females 18 to 25 should be eligible.
6. All males 18 to 25 should be eligible.

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Who Should Be Taken In First

1. The youngest should go first.
2. The oldest should go first.
3. Single people should go first.
4. Married people should go first.
5. The first people drafted should be chosen by lottery. Each person has a number and the numbers are drawn from a barrel. There should be no preference given to age or marital status.
6. The first people drafted should be single people chosen by lottery.

Deferments

Who should not be required to go? You may pick as many as you want.

1. Farmers who are needed to operate a farm.
2. Defense plant workers regardless of their skills.
3. Skilled defense plant workers who would be hard to replace.
4. Single people who are the sole support of other members of their families.
5. People who are married.
6. People who are married and have young children.
7. Married people who are the sole support of their family. Their spouse and children do not work.
8. Doctors and dentists.
9. Doctors and dentists who are the only doctor or dentist in their community.
10. People who run a business and the business will not survive without them.
11. Skilled workers in any type of business who cannot be replaced.
12. College students.
13. College students studying to be scientists.
14. Scientists
15. Teachers

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Selective Service Board

Imagine yourself as a member of the selective service board. You have to decide who should get a deferment and who should not. You need to draft 8 of the 10 men. All ten want a deferment.

CASE 1. Arnold Whipple wants a deferment because he is the assistant manager of a plant that prcduces artillery shells. He is 26 and married with no children.

CASE 2. John Donnell wants a deferment because he objects to war and killing. He does not attend church regularly but is a Catholic. He is 18 and single.

CASE 3. Arnold Snell has a wife and two young children. He is 26 and an auto mechanic. He wants a deferment because he is married and has children.

CASE 4. Fred Freiburg is a school teacher 26 years old. He is single. He wants a deferment because he is a school teacher. He teaches P.E. He lives with and supports his mother who is crippled with arthritis. He has an older sister who lives in another town.

CASE 5. Ray Richardson is a minor league baseball player, 22 years of age and single. In the off season he drives a beer truck. He wants a deferment because he is color blind.

CASE 6. Charles Jenkins wants a deferment because he is a doctor. He is 26 and 1 of 3 doctors in town. He is married and has one child.

CASE 7. Frank Columbo is a truck driver and has 7 children. He is 31. He wants a deferment because he has a family to support.

CASE 8. Amos Sadbury is a Methodist minister. He is 28, married and has one child. He wants a deferment because his church will be without a minister.

CASE 9. Charles Duryea wants a deferment because he is a farmer. He farms with his father. He is single and 23.

CASE 10. Fred Schmidt is a high school drop out , 18 and single. He wants a deferment because he works in a steel plant.

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Franklin D. Roosevelt 1

What Would You Decide?

President Roosevelt's Decisions

President Franklin Roosevelt faced many difficult decisions as the Germans began to conquer Europe across the Atlantic Ocean and the Japanese expanded their power in the Pacific Ocean area. Most Americans did not want war. They felt secure from the fighting, protected by two large oceans.

When the Japanese attacked Pearl Harbor, the United States declared war on both Japan and Germany. After two years of war, the United States and its allies began to win, and President Roosevelt had to plan the peace that was to follow the war.

The key question was what to do about Germany. Germany had started, and nearly won, two wars in 30 years.

Things To Consider

1. Germany started two world wars in thirty years.
2. Germany had killed 6 million Jews in concentration camps.
3. Germany was a dictatorship and the people had no control over their government.
4. After the war, communist Russia would be a threat in Europe. A strong Germany could help repel the Russian threat.
5. The Nazis came to power by playing upon the German's resentment of the harsh peace terms imposed upon Germany after World War I.

Options

1. Divide Germany into two separate countries, one part controlled by the Russians and the other by the United States.
2. Destroy all German industry.
3. Leave Germany as one country and let them restore it without help.
4. Leave Germany as one country and provide help in rebuilding the country.

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What Would You Do?

Harry Truman's Decisions

Harry Truman was president from 1945 to 1952. He had to make some tough decisions. Some of his toughest are described below. What would you have decided if you were the President?

The Atomic Bomb

The United States was still at war with Japan in 1945. The United States had forced Japan back to its home islands. As the fighting moved closer to Japan, the Japanese fought more desperately. They used Kamikaze attacks. The Japanese pilots would crash their planes into the American ships. The Japanese refused to surrender.

U.S. Army generals thought that an invasion of Japan would take one more year of fighting and that we would lose at least one-half million men.

American scientists had been working on a new type of powerful bomb – the Atomic Bomb – and successfully tested it during the summer of 1945. The bomb was so powerful it could destroy entire cities. The scientists who developed the bomb thought that it could shorten the war and save American lives if it were used on Japanese cities. Some of the scientists thought that its power should be demonstrated to the Japanese by dropping it on an uninhabited island first.

Many military men did not like the idea of using the Atomic Bomb. They thought a weapon of such enormous power should not be used in war. They prefered to fight the war with conventional weapons. They thought that, even though the bomb might be dropped on a military target, it would kill many innocent people because it was so powerful .

What Would You Decide?

A. Invade Japan with conventional forces and risk heavy casualties.

B. Drop the Atom Bomb on a Japanese military target.

C. Drop the Atom Bomb on an uninhabited island to demonstrate its power to the Japanese.

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What Would You Do?

The Korean War

In June of 1950 communists from North Korea invaded non-communist South Korea. The United States sent soldiers to aid the South Koreans. Korea is a small peninsula stretching from the Chinese mainland towards Japan.

The fighting went badly at first and the Americans were nearly driven from the peninsula. General Douglas MacArthur, the commander of the American forces, then launched a sea invasion behind the North Korean lines cutting off their supplies. The North Koreans were driven back towards the Chinese border.

Suddenly, the Chinese entered the war. The American forces were pushed back to the original dividing line between North and South Korea. There both sides dug in and neither side could gain the upper hand.

President Truman decided now was the time to seek a peace settlement.

General MacArthur opposed Truman's peace plan. He thought that making peace along the original boundary was the same as surrendering to the communists. President Truman, as Commander-In-Chief of the army told MacArthur to keep his opinions to himself. General MacArthur was very popular in the United States because he was a World War II hero.

General MacArthur issued a public statement calling for the expansion of the war. He wanted to bomb mainland China and he wanted an invasion of China. President Truman worried that an attack on China would bring Russia into the war and start World War III.

Truman knew that taking any sort of action against MacArthur would be very unpopular and make it difficult to ask Congress to approve money for defense.

What Would You Decide?

If you were in Truman's shoes, what would you do about MacArthur?

A. Follow MacArthur's advice and invade China.

B. Fire MacArthur for disobeying orders.

C Keep him on as commander of U.S. forces.

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Truman's Decisions 3

The Steel Strike

During the middle of the Korean War the Steelworkers' Union announced that their contract with the steel mills would soon expire and they expected an increase in wages.

President Truman found their demand to be reasonable. Because of the war, the steel business was booming and profits were increasing. The steel companies did not like the workers' idea and refused to negotiate with the steelworkers. The workers threatened to go on strike.

If the President chooses, he can force the workers to wait 80 days before they can strike with the hope that an agreement can be worked out in that time. If the workers are still unhappy with the agreement, then they can strike. Truman, because of the Korean War, did not want any chance of a strike so he chose to use the War Stabilization Act which gave him the power to solve the problem.

The War Stabilization Board examined the situation and recommeded that the workers receive a 26.4 cent-per-hour increase over 18 months.

The steel mill owners were very unhappy with this situation. They thought that if the workers received a wage increase, they should be allowed to increase the price of steel. The price increase they wanted was llarger than the total amount of the wage increase.

President Truman did not like people making money from the war. He thought they should only be allowed to increase the price of steel enough to cover the wage increase.

What should President Truman do? Some thought that if he did anything people would call him a dictator. They thought he should let the United States Congress handle the problem. Others thought that a strike in the steel mills would not only hurt the American war effort but would also stop the building of roads, bridges and ships at home. Others advised that any increase in the price of steel would lead to increases in the prices of other goods such as cars and hurt the average consumer.

What Would You Decide?

What do you think President Truman should have done?

A. Freeze the wages of the workers. If they strike, take over the steel mills.

B. Grant the workers their wage increase, but freeze the price of steel.

C. Allow the steel companies to raise the price of steel only enough to cover the wage increase for the workers. If the steel companies don't like it, take over the steel mills.

D. Allow the steel companies to increase the price of steel as much as they want as long as the steel mills keep operating.

E. Freeze both the wages and the prices and take over the steel mills if there is a strike.

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Truman's Decisions 4

What Harry Truman Decided

The Atomic Bomb

Truman decided to drop the Atomic bomb on cities that were military centers. He did not believe that dropping the bomb in Tokyo Bay would be convincing to the Japanese. Above all, he wanted to avoid the estimated one million casualties that the Americans thought they would suffer in an invasion. At that, it took two atomic bombs before the Japanese surrendered.

The Korean War

Truman fired MacArthur for disobeying his order to keep from making public pronouncements for the expansion of the war. MacArthur was the sort of general who wanted to fight to win. This was an extremely difficult and very unpopular decision. Truman wanted to keep the war confined to the Korean peninsula. His goal was not to destroy communism in North Korea but to protect South Korea.

The Steel Strike

This was also a very unpopular decision. Truman decided to allow the steel companies to raise the price of steel to cover the wage increase. The steel companies did not like Truman's action and Truman decided to take control of the mills. Truman felt that the steel companies were trying to make unreasonable profits. The Federal government taking over a private business runs against American values – even in time of war. Truman's decision was overturned by the U.S. Supreme Court.

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Fighting Communism 1

Background

When World War II ended there were two "super powers" – Russia and the United States. Europe had been devastated. The Russians had already occupied several eastern European countries where they had driven out the Germans. Berlin, the capital of Germany, was surrounded by Russian occupied territory. Other countries in Europe faced an uncertain future. They had to start new governments and rebuild themselves.

Some countries were left divided – Germany in Europe and Korea in Asia, with the Russians controlling one part of the country. China was in turmoil. It did not have a strong government before the Japanese invaded China, and with the defeat of the Japanese, there was fighting between Chinese communist forces and the government.

Both Russia and the United States had large armies at the end of the war. The soliders of the United States wanted to return home and the U.S. rapidly reduced the size of its military. The Russians did not. However, Russia had the problem of rebuilding a large part of its country that was destroyed by the war and it did not yet have the Atomic Bomb. The United States was the only country to have the Atomic Bomb until 1949.

The Russians tried to expand their influence after the war and the United States tried to prevent them. This created a number of conflicts.

Directions

Below are descriptions of several of the key conflicts. Decide what you would do in each case.

The Russian Invasion of Northern Iran

In 1946 Russian forces occupied the province of Azerbaijan in northern Iran. The United States had no military forces in the area, though Iran had a small army which we supported. What should you do?

A. Ask the Russians to leave.
B. Demand that the Russians leave.
C. Do nothing.

Aid to Greece

After World War II when Greece was liberated from the Germans, civil war broke out between the communists and the government which was ruled by a king. Greece was not a democracy. Most of the people were very poor. It was a monarchy dominated by the wealthy few. The Greek government worried that it would lose the war to the communists and called upon the United States for military aid. Should the aid be given?

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A. Give military aid

B. Give only economic aid

C. Provide no aid and let the Greeks settle their own problems.

D. Give military aid and insist upon democratic reforms.

The Berlin Blockade

In 1948, the Russians decided to blockade Berlin. Berlin was surrounded by East Germany. Control of the former German capital was divided among four nations – the U.S., Britain, France and Russia. Under the agreement with Russia about Berlin, the U.S. and its allies, Britain and France, had road and rail access to Berlin. In 1948, Russia cut off these supply routes and Berlin was left without food or fuel. What should you do?

A. Use the military to force open the supply routes.

B. Abandon Berlin and evacuate the population to West Germany.

C. Fly supplies into Berlin until the Russians can be persuaded to open the land routes.

The Civil War in China

The communists had fought against the Chinese Nationalist government for many years before World War II. During the Japanese invasion, both the Nationalists and the communists fought the Japanese. When World War II ended, the civil war continued. The United States had provided the Nationalists with large amounts of military aid during World War II. After the war, it continued to supply large amounts of aid to the Nationalists.

In spite of the military aid, the communists won more and more victories. With each victory, more of the arms given to the Nationalists wound up in communist hands.

The Nationalist Party did not have much popular support. It was led by rich Chinese businessmen. The communists promised land reform to the poor who made up most of China's population. Things were not going well in China. What would you do?

A. Provide larger amounts of military aid to the Nationalists.

B. Cut off military aid to the nationalists.

C. Cut off military aid to the nationalists and promise the communists economic aid if they win.

French Indochina

The Vietnamese, who had been under French rule for 60 years, expected their freedom when the Japanese were defeated at the end of World War II. Japan had driven the French out of Vietnam. The leader of the Vietnamese was a communist, Ho Chi Minh. He received help from the Americans. The French wanted Vietnam back. They invaded. The Vietnamese fought back. The French asked for military aid from the Americans.

A. Provide the military aid.

B. Insist that the Vietnamese be given their freedom.

C. Provide help to the Vietnamese in gaining their freedom.

The Korean War

After World War II, Korea, which had been ruled by Japan, was divided into two countries, North Korea, which was communist, and South Korea, which was ruled by a conservative president. In June of 1950, the North Koreans invaded South Korea. The South Koreans asked for military help.

A. Provide the military support.

B. Ask the United Nations to provide the military support.

C. Let the Koreans fight their own battles.

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What The United States Did

Harry Truman was president from 1945 to 1952. He decided to take a "tough line" against communist agression.

Russian Invasion of Northern Iran

Harry Truman told the Russians to withdraw or the United States would take action against them. The Russians withdrew.

Aid To Greece

Truman provided military and economic aid to Greece to fight the communist guerrillas. The government was successful in defeating the communists, and Greece eventually became a democratic country.

The Berlin Blockade

While the use of military force to break the blockade was contemplated, the United States and Great Britain decided against it. The Russians probably had superiority of ground forces. Instead, the allies flew in supplies, 2000 tons a day to feed, clothe and provide heat for Berlin's 2.5 million citizens. The Berlin Airlift went on for a year and was successful. The Russians discontinued their blockade in May 1949.

The Civil War in China

Truman sent General George Marshall to China to arrange a peaceful solution to the China problem. Marshall thought that China needed a new government and constitution that included the Communists. Neither the Nationalists or Communists could agree to cooperate. The Nationalists reverted to the policy they pursued before World War Ii, extermination of the Communists before they would consider political reforms. The Nationalists asked for more aid including American soldiers. Marshall gave up and returned to the United States. Harry Truman cut off all military aid to the Nationalists.

French Indochina

The United States provided some aid to Ho Chi Minh toward the end of World War II and Ho actively sought American support. However, the United States did not actively oppose the return of the French to Indochina. Fighting between the communist-led Vietnamese and the French began. The United States sent military aid to support the French. The war continued to 1954 when the French were finally defeated.

The Korean War

President Truman asked for the United Nations to stop the communist aggression. Normally, the Russians could veto such support (If any of the major powers did not like an action, they could prevent the UN from acting), but in this case they walked out before the vote was taken and the UN voted to use military force to stop the communists. The vast bulk of the military force was supplied by the United States. The war surged up and down the Korean peninsula until battle lines were established near the original boundary. A truce was reached in 1954 and is still abided by today.

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Election of 1948

The Election of 1948

Harry Truman became president in 1945 when Franklin Roosevelt died. 1948 was his first chance to stand for election. Conditions in the United States did not look favorable for his re-election. The Republicans were gaining in strength and took control of Congress in 1946. They refused to pass the laws that Truman wanted.

Conditions in the country were bad. There was a shortage of housing and rents were high. The price of food and other goods was constantly increasing. Some labor unions were unhappy with Truman because he tried to stop a labor strike and many of his advisors were big businessmen. They felt he wan't doing enough for working people. Blacks were unhappy because they were denied rights in the South and were discriminated against in the North. Southerners, who were Democrats, were unhappy with the increasing demands for civil rights for blacks.

Many liberals thought Truman was a war-monger. He was sending military aid abroad to fight communism. They thought he didn't do enough to achieve peace with the Russians. Liberals had already formed a third party, The Progressive Party, to fight the Republicans and Democrats. The Progressive Party wanted peace with the Russians and more help for the common people of America. They wanted civil rights for blacks and more power for labor unions.

The Republicans wanted less government controls. Many people were tired of the restrictions placed upon them during World War II. The Republicans felt that many problems could be solved by helping business produce more.

The Democratic party was split. No one gave them, and Harry Truman, much of a chance of winning.

Directions

Put together a winning platform for the Democrats. From each category below, choose the policies that you think will appeal to most of the voters. You may choose more than one item from each category. Be sure, however, that they are logically consistent.

Foreign Policy

A. Support military aid to Greece and Turkey to fight communists.
B. Support the Marshall Plan to provide economic aid to Europe.
C. Provide economic aid to Europe through the United Nations.
D. Do not provide any military aid to other countries, particularly those that are not democratic such as Greece and Turkey.
E. End the military draft.
F. End the U.S. military buildup.
G. Destroy the stockpiles of atomic bombs.

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Election of 1948 2

Civil Rights
A. Promise to eradicate racial, religious and economic discrimination.
B. Support the establishment of a Fair Employment Practices Commission.
C. Support legislation to eliminate the poll-tax (a device to keep poor people from voting)
D. Pledge to support state's rights in dealing with racial, religious and economic discrimination.

Labor Policy
A. Raise the minimum wage from 50 cents an hour to 75 cents.
B. Keep the minimum wage at the same rate.
C. Repeal the Taft-Hartley Act that restricts the right to strike.
D. Keep the Taft-Hartley Act in place.
E. Increase unemployment benefits.

The Economy and Taxes
A. Increase taxes on corporations.
B. Put a cost of living credit into the income tax law that would save a family of 4 $160.
C. A federally financed housing program.
D. Tax excess profits.
E. Greater government controls over consumer and bank credit.
F. Price controls on scarce commodities.
G. Wage controls in areas where price controls would be imposed.
H. Increase rent controls.
I. Reduce taxes on businesses so they can invest more in new factories.
J. Reduce government spending.

Farm Policy
A. Continued price supports for farmers.
B. Encouragement of farm cooperatives.
C. Increased rural electrification.
D. Government purchase of unproductive land from poor farmers.

Social Policy
A. A 50% increase in social security benefits.
B. A federally paid medical insurance program.
C. Federal aid to education.
D. Expand the number eligible to receive social security benefits.

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What Happened in the Election of 1948

Most people thought Truman's election in 1948 was impossible. They thought that the Progressive Party would take liberal, black and labor votes in the big cities if Truman tried to keep the southerners happy with a weak civil rights platform. If Truman took a strong stand on civil rights, the South would desert the Democrats. The Republicans would force the issue by taking a strong stand on civil rights themselves to try to win northern black votes away from the Democrats.

The Progressive Party had already been formed by the time of the Democratic Convention, and it's candidate, Henry Wallace, was already campaigning. The Democratic Convention, at the prodding of liberals, took a strong stand on civil rights and the southern states walked out and formed their own party, the Dixiecrats. Most thought that Truman was surely doomed.

Truman's Strategy

Truman took strong stands. He continued to support a strong military program, aid to Turkey and Greece and a military build-up at home. He supported the Marshall Program. The position of the Progressive Party was undermined by the fact that it had strong support from the U.S. Communist Party and because of the Russian blockade of Berlin and the communist take-over in Czechoslovakia. Most labor unions, fearing a Republican victory if they supported the Progressives, stayed with the Democratic Party.

Truman aiso took strong stands on domestic legislation to improve the life of the common man. He introduced new ideas which were considered 'radical' at the time- federal medical insurance and federal aid to education.

Truman also offered a number of proposals to cure the problems of inflation and housing which he considered to be the major problems. The Republican controlled Congress voted down most of his proposals. He used this in the campaign, claiming the Republicans were "do-nothings."

The Truman program offered something for almost everybody, except business and those opposed to civil rights.

The key to his success was his travelling the country (this was before TV) by train speaking to millions of people.

The Actual Campaign Platform

These are the items that Truman supported. Compare your choices with Truman's and the Democratic Party.

FOREIGN POLICY

Truman supported A and B. The remainder of the proposals were those of the Progressive Party.

CIVIL RIGHTS

Truman supported B and C. 'A' was the more moderate proposal that Truman initially supported. D was the proposal of the Southern Democrats.

LABOR POLICY

A through C were supported by Truman. The Republicans, of course, supported D. Taft Hartley is still part of the law.

THE ECONOMY AND TAXES

A through H were Truman proposals. He also acknowledged the need for 'I' but never made a proposal. 'J' is a Republican idea.

FARM POLICY

Truman proposed A through C. 'D' is an idea of Henry Wallace.

SOCIAL POLICY

All of these items are Truman proposals.

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Security Risk 1

Background

At the end of World War II, the United States faced another problem – the spread of communism. In 1948, the Russians attempted to blockade Berlin which was surrounded by communist controlled territory. Also in 1948, the communists took control of Czechoslovakia. In 1949, the Russians exploded their first atomic bomb and the communists won control of China. In 1950, communist North Korea invaded South Korea. The American people were afraid of the increasing power of communism.

Many Americans were fearful that there were communists in our own government. The United States Congress tried to deal with the problem of making sure that there were no communists directing our government.

If you were in Congress, what kind of laws, if any, would you try to pass to protect America against communism and what would you do to eliminate any communists who were already in government service.

Directions

Below are several proposals. Choose the ones that you think are most desirable. Make a choice in each category. You may make more than one choice.

Communists Already Serving in the Government

1. Immediately fire any person who is currently a member of the Communist Party.
2. Immediately fire any person who was at any time a member of the Communist Party.
3. Immediately fire any person who belongs to an organization that also has communists as members.
4. Immediately fire any person who has ever expressed an opinion that might also be shared by the Communist Party.
5. Immediately fire any person who ever belonged to an organization that also had communists as members.

6. Allow communists to hold any job in government that does not require handling secret documents.
7. Do nothing except when a person has been found to be passing secrets to the Russians or to the Communist Party.
8. Require everyone working for the government to sign a "Loyalty Oath" swearing to uphold the laws of the United States.
9. Require everyone working for the government to sign an oath saying that they are not communists.

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Security Risk 2

How To Deal With The Communist Party

1. Make the Communist Party illegal and put in jail any person who is a member.
2. Allow the Communist Party to exist but require all members to register with the United States government as agents of a foreign power (Russia).
3. Publish a list of all the members of the Communist Party so that everyone in the country will know who they are.
4. Publish a list of all people who shared some of the same ideas with the communists.
5. Establish a special branch of government to find out who are members of the Communist Party.
6. Establish a special branch of government to find out who are members of the Communist Party and what people and organizations might share the same or similar ideas with the Communist Party.
7. Do nothing.

How To Deal With Communists In Other Areas of Employment

1. Publish lists of Communist Party members and encourage businesses and labor unions to fire them.
2. Publish lists of people who were once Communist Party members and encourage businesses and labor unions to fire them.
3. Publish lists of people who have ideas that are shared by the communists and encourage businesses and labor unions to fire them.
4. Make it illegal to hire a member of the Communist Party.
5. Make it illegal to hire a person who has ever been a member of the Communist Party.
6. Make it illegal to hire a person who has ideas that are similar to the Communists.
7. Do nothing.

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McCarthyism

During the 1930's leftist causes were fashionable. Many people belonged to the Socialist Party and some college students joined the Communist Party or one of its affiliate groups. A large number of Americans thought that our government should do more for human welfare than it was doing. For most, belonging to a socialist club or a "communist front" organization was a passing thing, done when they were young an idealistic. Some did not belong to any organization but clung to their ideals.

With the beginning of the Cold War, President Harry Truman took the lead in getting "leftists" out of the government. Labor unions, where communists were strongest, purged themselves of any left-leaning leaders. However, the most famous "communist hunter" was Senator Joseph McCarthy. McCarthy claimed there were large numbers of communists in the U.S. State Department and Army. It is his name that is used to describe the anti-communist hysteria that swept the country.

He was not the only one seeking to root out communists. The Senate had its Internal Security committee and the House had the Un-American Activities Committee. There was also the FBI and there was a Federal Employee Loyalty Program that checked on the loyalty of 4,750,000 federal employees. As the result of this program 560 people were fired or denied employement. However not one instance of espionage was uncovered. It should be pointed out that Senator McCarthy, in spite of his claims of communists in the government, never found one single communist.

There were some spies uncovered by the FBI. The most famous were the Rosenbergs who were executed for passing atomic bomb secrets to the Russians.

The committees, such as McCarthy's and HUAC, called people to testify about their supposed communist affiliations. Many of these people lost their jobs in private industry because they were investigated by the government even though they were not communists. In Hollywood, a list of people who were suspected was drawn up and it was distributed to movie producers. These people were not hired to make movies.

The Federal Government and most state governments required employees to sign a loyalty oath.

Communist Party members were also required to register with the Department of Justice.

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The Warren Court 1

The Warren Court

Earl Warren was appointed Chief Justice to the United States Supreme Court in 1953. Warren had been the extremely popular governor of California and was a possible nominee for the Republicans in the 1952 presidential campaign. Instead, the Republicans picked Dwight Eisenhower who was elected president. Eisenhower appointed Warren Chief Justice.

The Supreme Court during Earl Warren's tenure on the court became known as the "Warren Court" because of the many important decisions that the Supreme Court made during this period. Below are some of the decisions. How would you have decided them if you were in Earl Warren's position?

Brown v. Board of Education

BACKGROUND OF THE CASE: Linda Brown was a 9 year old Negro girl attending fourth grade at Monroe School in Topeka, Kansas. Monroe was one of 4 elementary schools for Negro students. There were 18 elementary schools for white students. Black students had to attend the black elementary schools. There were 6,019 white students and 658 black students. Once out of elementary school, all of the students attended the same junior and senior high schools.

Linda Brown had to travel 5 miles each day to go to and from Monroe School. On the way to school she passed Sumner School which was only 4 blocks from her home. Her father tried to enroll her at Sumner and she was denied admission. The board of education had a rule that said that black elementary students had to attend black elementary schools. Linda's father and mother, Reverend Oliver and Leola Brown, and several other parents filed suit against the school district. They hired Charles S. Scott as their attorney.

This was not the first case involving segregated (blacks having to attend one school and whites another) school facilities brought before the Supreme Court. There had been many others.

THE LEGAL ISSUE: This was the first case that challenged segregation on the basis that segregation in itself was unequal. The Supreme Court had been following the rule that segregation was alright if the separate facilities for black and white were equal in quality. Past cases challenged the fact that the separate facilities for blacks were not equal to those of whites. This was not the case in Topeka. The black elementary schools were equal to the white schools and all of the students regardless of race attended the same schools when they went to high school.

Your Decision

Are separate but equal facilities unequal just because they are separate?

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BACKGROUND TO THE LEGAL ISSUE:

The Civil War changed the status of black people. The 13th Amendment to the Constitution abolished slavery. The 14th Amendment, which was passed in 1867, declared that all citizens of the United States were citizens of the states in which they lived and were guaranteed equal protection of the laws and were not to be deprived of life, liberty or property without due process of the law. The Supreme Court decided that the 14th Amendment was left to the states to interpret and enforce. This decision was made in the Slaughter House Case of 1873 when the Court decided that Louisiana had the right to give a business monopoly to a certain butcher at the expense of other butchers. In the Civil Rights Cases that followed a few years later, the Court decided that the 14th Amendement did allow individuals to discriminate against one another. The underlying idea in these decisions was that the purpose of the 14th Amendment was to protect people from the Federal government depriving them of their rights – not from state governments depriving them of their rights.

In 1896, the Supreme Court decided that states could pass laws that require a separation of the races. The court said that segregated facilities, if they were equal in quality, did not mean that the Negro was treated as an inferior and that if black people saw it that way it was a matter of their personal interpretation. The Court also stated that passing a law would not change people's minds if they were prejudiced against someone else.

In 1938, the Supreme Court decided the case of Lloyd Gaines. Gaines, a black man, had been denied admission to the University of Missouri Law School. The Supreme Court decided that the University of Missouri would have to admit Gaines or create a separate law school for blacks.

In 1950, the Supreme Court went a step further in the Sweatt case. Sweatt, a Negro postman, was denied admission to the University of Texas Law School and refused to attend a similar school for blacks on the grounds that the black school was inferior to the white school. The Supreme Court decided that the black school was "inferior" on the basis of such qualities as reputation of the faculty, prestige, influence of the alumni, etc. These measures are different from the "qualities" that were usually used to deicde whether or not a school was equal – using the same books, having the same class size, whether or not the teachers were paid the same, etc.

THE ARGUMENTS AGAINST BROWN:

1. The Supreme Court over the years has decided it is left to the states to decide such matters as school segregation. Court decisions in the past upheld the right of states to pass laws that segregated schools.

2. The issue is not whether segregation is good or bad; it is whether states have the right to do it if they want. The Supreme Court has decided that they do have that right.

3. It was never the intent of Congress when it passed the 14th Amendment that it be used to overturn school segregation laws and that Congressman Bingham of Ohio who was a supporter of the 14th Amendment argued that Congress lacked the power to overturn school segregation laws.

4. The constitution gives all powers to the states that are not specifically listed in the constitution as powers of the Federal government, and the Constitution and 14th Amendment do not specifically spell out that the states have no right to segregate.

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THE ARGUMENTS IN FAVOR OF BROWN:

1. Separate school facilities for blacks are unequal just because they are separate. By being forced to attend separate schools, they are made to feel inferior and are denied opportunties.

2. The Supreme Court decisions which established "separate but equal" schools were established 60 years ago and longer. Times have changed. Black people are required to pay taxes, fight in wars and are treated equally in this respect. They cannot be denied equal treatment in education.

3. While it was indeed the intent of those who wrote the 14th Amendment not to attack school segregation in 1867 when the Amendment was passed, Congressman Bingham and others recognized that times may change in the future and it could be used for that purpose.

4. The 14th Amendment says that all citizens enjoy equal protection of the laws. If a state denies them protection, their rights have been violated, and requiring blacks to attend separate schools is a violation of equal protection of the laws.

What would you decide and why? Be sure to give reasons.

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Rock'n'Roll 1

A.

Directions

Identify these hit parade recording stars from the 1950's and match tnem with their hit songs.

B.

Songs:

- **Rock Around the Clock**
- **Heartbreak Hotel**
- **All Shook Up**
- **Love Letters in the Sand**
- **It Doesn't Matter Anymore**
- **Jailhouse Rock**
- **April Love**

D.

C.

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